MARIAN UNIVERSITY
INTERNATIONALIZATION REPORT
AY2016/17

With 1st Quarter AY2017/18 data/trends

PROVIDED BY
THE OFFICE OF INTERNATIONAL PROGRAMS
IN COLLABORATION WITH
UNIVERSITY AND COMMUNITY PARTNERS
TABLE OF CONTENTS

- Introduction .................................................................................................................. 3
- The Year in Highlights ............................................................................................... 4
- Introduction to the Office of International Programs .............................................. 5 - 6
- Introduction to the International Advisory Council .................................................. 7
- Global Learning Outcomes ....................................................................................... 8 - 9
- Strategic Plan for Comprehensive Internationalization (summary) ..................... 10 - 11
- McKinney International Grant Indicators ................................................................. 12
- Internationalization Executive Summary ................................................................. 13 - 16
- International Recruitment & Admissions ................................................................. 18 - 30
- International Student & Scholar Services ............................................................... 31 - 35
- Intensive English Program ....................................................................................... 36 - 38
- Education Abroad Programming ............................................................................. 40 - 46
- International Partnerships & Programs ................................................................. 48 - 51
- Professional Development, Outreach ..................................................................... 53
- Richard G. Lugar Franciscan Center for Global Studies and the Global Studies Program .................................................. 54 – 57
- Acknowledgements ................................................................................................ 58
- Appendices .............................................................................................................. 59 – 60
I. INTRODUCTION

Marian University is committed to preparing transformative global leaders for the 21st century by ensuring students graduate with the necessary global competencies needed in a rapidly changing world. To fulfill this mission the university community and local/global partners embarked on an ambitious and challenging journey of comprehensive university internationalization in the fall of 2015. The internationalization process involves promoting global competencies, increasing student and faculty study abroad participation, diversifying the campus community with additional international students, welcoming international faculty and scholars, developing strategic international partnerships, and internationalizing the curriculum.

The Marian University Internationalization Report provides comprehensive, qualitative and quantitative data on the most significant initiatives and endeavors for AY2016/17. Included in this year’s edition of the report is “Impact” information as well as initial data/trend information for AY2017/18. Each section of the annual report will provide; a status overview and outcomes with a list of activities and strategies taken, along with goals and actions to be taken for the subsequent academic year. For additional information regarding the university’s comprehensive internationalization process please contact Mr. Anthony Shull, 317-955-633, ashull@marian.edu.

The Office of International Programs would like to acknowledge students, faculty, staff, administrators and local/international partners for their critical contributions and participation. The annual report which follows is testament to the hard work, dedication, and support provided by all collaborators. Above all, we are forever grateful to Mr. Robert H. McKinney and family for the generous monetary gift which continues to provide for critical resources to the initial start-up and sustainability phases of the university’s internationalization process.

“The heart of Marian University’s strategic plan is focusing on transformational leadership. In today’s world, it is essential that leaders have a view of cultures outside of the United States. Students need study abroad experiences to fully appreciate a view of the world. And these experiences can be life transforming. With the great work that Marian University has done within Central Indiana, I know that students who graduate from Marian University with more study abroad experiences and an increased number of international students on campus will be the ones who actually change the world.”

Philanthropist Robert H. McKinney
II. The Year in Highlights!

The year saw many first time achievements and unique activities. All supporting the university internationalization process. The OIP would like to highlight a few of these.

International Admissions reaches 1,000 international student leads for first time signaling higher enrollments in the near future!

The university welcomed the very first foreign exchange student! Meet Sanghyun Han from South Korea

Marian University faculty receive first “100,000 Strong Grant” from the U.S. Department of State and The Partners of the Americas to take students to Brazil for research!

And many others:

- The university was certified by SEVP Student Exchange Visitor Program to receive/advise exchange students and visiting scholars.
- MU-COM graduates the first international DO student, Brandon Budiman-Steinley.
- The university signed the first international articulation agreement 2+2 with the Community College of Qatar.
The Office of International Programs (OIP) established in August 2015 is responsible for:

- International Admissions and Recruitment
- International Student and Scholar Services
- Education Abroad and Exchange Programs
- Intensive English Program
- Cross-Cultural Competency Training

- International Admissions and Recruitment (IAR) leads international student recruitment and provides all admissions related support to prospective and applied international students and their parents. IAR is the keeper of international admissions protocol and all related requirements. The office participates in a significant amount of networking and outreach with high school and college counselors, leads discussions on tuition funding mechanisms and admissions protocol, hosts visits by prospective students and their families, and attends national and international conferences and student fairs. IAR is critical in efforts to both raise awareness of the many quality Marian University program options and to generate demand for key niche programs. The office works very closely with academic advisors from all colleges, admissions advisors at the graduate school and coaches, to ensure prospective students are receiving all that they need. IAR is the first stop for prospective international students and their families and is often the first office to connect with stakeholders abroad. [http://www.marian.edu/international-programs/international-admissions](http://www.marian.edu/international-programs/international-admissions)

- International Student and Scholar Services (ISSS) provides advising and support to all incoming and current international students exchanges students, and scholars. ISSS is responsible for issuing I-20s and DS-2019s which students utilize when applying for their student visa, and maintaining SEVIS Student Exchange Visitor Information System records to ensure compliance with federal law. The office assists students in navigating daily life in the university, Indianapolis, and the U.S. Additionally, the office assists students in better understanding their immigration responsibilities and employment-related requirements and provides orientation and ongoing social activities which empower students to become engaged in the on-campus and off-campus communities. ISSS also supports students’ well-being, administering student health insurance program and providing assistance with medical needs. Working closely faculty, student success offices, and community stakeholders, ISSS ensures that international students are advocated for and have a positive educational experience at Marian University. ISSS plays a critical role in maintaining an 80% retention rate or higher. [http://www.marian.edu/international-programs/international-student-and-scholar-services](http://www.marian.edu/international-programs/international-student-and-scholar-services)
- Office of Study Abroad (OSA) provides advising and support services to all Marian University students, faculty, and staff who would like to participate in an education abroad experience. Programs under the OSA purview semester study or long-term study, and internship opportunities. The office also advises students and faculty on Fulbright opportunities, organizes information sessions for study abroad, works closely with and maintains relationships with affiliate partners, and organizes events such as the annual Study Abroad Fair and Multicultural Symposium. The office works closely with students in selecting programs and preparing for travel and helps in maintaining study abroad program courses in CANVAS. http://www.marian.edu/international-programs/study-abroad

- International Partnerships & Programs (IPP) spearheads international outreach with the objective of forming strategic international partnerships including development and management of bilateral exchange agreements and articulation agreements. Partnerships often lead to international student recruitment opportunities, study abroad hub site development, student/faculty exchanges, faculty research and joint publications, and customized cultural and educational projects and programming. The Office also advises on short-term/long-term study abroad for credit, faculty-led study abroad programs, medical mission trips, international clinical rotation, alternative break programs, and international internship opportunities. Faculty are able to work with the office in creating new programs, promoting said programs and preparing for travel and duty-of-care issues related to health, safety and security. IPP develops and maintains international travel policy and guidelines for the university in collaboration with general counsel. http://www.marian.edu/international-programs/international-programs-and-partnerships

- Intensive English Program+ (IEP+) provides intensive English language classes and support to international and local students that are non-native speakers of English. Along with intensive English classes the program also collaborates with other university departments in providing professional and academic development workshops. The IEP+ serves prospective degree-seeking students that need assistance in raising their English proficiency levels to meet the university’s English language requirement and those students from the community that are wanting to improve their employment prospects. The IEP+ also serves as an outreach mechanism and is often considered a first-step option in university to university international partnerships. http://www.marian.edu/international-programs/intensive-english-program
IV. INTERNATIONAL ADVISORY COUNCIL

The Marian University International Advisory Council (IAC), established in October 2015, through its subcommittees and global expert teams, served in an advising capacity to the McKinney Chair of International Programs during year one of the start-up and continues to guide implementation of the internationalization process via small group collaborations. The IAC is composed of students, faculty, staff, and administrators from across the university.

The IAC members to date have/are:

- Developed student Global Learning Outcomes to serve as the foundation for the establishment of future study abroad opportunities, global transformational leadership and service projects, certificates, minors, and other curricular planning.
- Worked to identify faculty, staff, and students with particular backgrounds, language skills, and experience in various countries and who are willing to assist with international partnership/project development.
- Working closely with the Office of International Programs, Vice President for Enrollment Management, Office of the Provost, Office of Registrar, and IT in order to analyze data on international student enrollment and study abroad participation.
- Seek and facilitate promising international grant opportunities, and in particular those that would maximize study abroad opportunities, international student enrollments, visiting scholars, and research/publication opportunities.
- Facilitated the creation and approval of a campus-wide international travel risk management policy and set of guidelines.
- Facilitated the creation and approval of a campus-wide set of protocols for strategic international partnership development.
- Facilitating the creation and approval of internationally focused courses throughout the curriculum of each College, where feasible.

Continuing IAC members are as follows:

1. Anthony Shull (Chair)
2. Monique Ware (Financial Aid)
3. Beth Tidball (Academic Advising)
4. Pierre Atlas (RLFCGS)
5. Wendy Westphal (Study Abroad)
6. Jodi Johnson (OIP)
7. Taryn Welch (SGA President)
8. Mark Apple (MarCom)
9. Kristie Johnson (Grants)
V. MARIAN UNIVERSITY GLOBAL LEARNING OUTCOMES

Global Learning Outcomes as drafted by the International Advisory Council and approved by the Marian University President’s Cabinet in December, 2015.

Marian University, through a comprehensive and sustained internationalization process will develop global transformative leaders utilizing the Franciscan values as our guide. In doing so, as a higher education institution desire that our graduates are prepared to contribute intellectually by way of the following global learning outcomes through service to the world.

Knowledge:

- Demonstrates an understanding of geographical, social, political, cultural, economic, linguistic, and environmental qualities of the globalized world and implications on one’s own country.

- Recognizes the interconnections and interdependence between states and peoples included in debates over globalization from different national, cultural and economic perspectives.

- Demonstrates knowledge of the value and belief systems of other cultures within a global and comparative context.

Skills:

- Able to combine methodologies, tools and concepts from academic disciplines and personal global experiences in order to perform effectively and ethically in domestic and international environments and in everyday personal and professional leadership interactions.

- Able to communicate and contribute cross-culturally with people and groups of varied backgrounds and ethnicities by having a broader worldview and through speaking other languages.

- Utilize critical thinking to analyze their own culture and how that fits into a broader worldview in order to more effectively study relationships between peoples, faiths, cultures, and better understand multiple perspectives in order to contribute to the resolution of conflict and advocate for understanding, peace and social justice.
Attitude:

- Demonstrates moral character and exercises adherence to the Franciscan values while advocating for the appreciation and understanding of cultural diversification, the dignity of others and utilizing this appreciation to foster a respectful environment that values new ideas that will benefit the local and global community.

- Grounded in their faith, demonstrates an intellectual and spiritual curiosity about other cultures and global perspectives and a commitment to a lifelong journey filled with global learning and example-setting which promotes peace, understanding and justice.

- Accepting of cultural differences and is tolerant of cultural ambiguity and differences of opinions which allows them to be better stewards with their professional responsibilities, commitment to family, and service to community.

The next phase of implementing the global learning outcomes will involve integrating them into general education learning outcomes and degree program study. We look forward to collaborating with the General Education Program Committee and the College of Arts and Sciences in making this happen. Additionally, the IAC will continue its work in small task force groups to assist with international student retention, study abroad programming strategy, international initiatives fundraising, and international events on campus.
VI. Strategic Plan for Comprehensive Internationalization

Internationalization Initiative I: International Student Recruitment, Admissions, and Retention: (Summary)
In support of the university mission and in order to develop Global Transformative Leaders, Marian University is committed to a comprehensive internationalization process. Through the comprehensive internationalization process the university will expose students to global and multicultural opportunities and experiences on campus and abroad which in turn will ensure the development of global learning outcomes before graduation. Imperative to this process is the diversification of the overall student body and the creation of a multicultural environment on campus and therefore the university has established as a goal (lag measure) that 10% of undergraduate student population be made up of international students from a broad range of countries by AY2025. In achieving this goal it is recognized that a robust and agile strategic plan which includes international student recruitment and outreach strategies, an efficient international admissions and enrollment management operations, sufficient support mechanisms for retention, and internationalization of curriculum is critical.

Initiative II: Advancement of Education Abroad Programming: (Summary)
In support of the university mission and in order to develop Global Transformative Leaders, Marian University is committed to a comprehensive internationalization process. Through the comprehensive internationalization process the university will expose students to global and multicultural opportunities and experiences on campus and abroad which in turn will ensure the development of global learning outcomes before graduation. Imperative to this process is education abroad programming and Marian University is committed to providing education abroad experiences for its students with a goal (lag measure) of 25% of undergraduate students participating in education abroad experiences by AY2025. In achieving the stated goal it is recognized that a robust strategic plan which includes program development and protocol, establishment of international travel policy, faculty training, and increased advising capacity is critical.

Initiative III: Increase in Strategic International Partnerships: (Summary)
In support of the university mission and in order to develop Global Transformative Leaders, Marian University is committed to a comprehensive internationalization process. Through the comprehensive internationalization process the university will expose students to global and multicultural opportunities and experiences on campus and abroad which in turn will ensure the development of global learning outcomes before graduation. Imperative to this process is the development of strategic international partnerships. The university is committed to significantly increasing the number of international partnerships each academic year.

Diagrams 1 and 2 on p. 11 provide a visual overview of the Strategic Plan for Internationalization. For more information on the three main initiatives or overall internationalizing plan please contact Anthony Shull, ashull@marian.edu.
Diagram 1

Marian University Global Transformational Leader Process

Initiative I: Experiences, Years 1 - 4
- Multicultural Classroom
- Global Curriculum Topics
- Cross-Cultural Communication

Initiative II: Experiences, Years 2 & 3
- Study Abroad Program & International Travel
- Cross-Cultural Comparison

Initiative III: Intl. Partnerships

Global Learning Outcomes

Diagram 2

Marian University Strategic Plan for Comprehensive Internationalization

The Who  The What  The How  The Why
VII. MCKINNEY GRANT INDICATORS

Positive internationalization progress continues in great part due to financial and human capital investments in international programs and related activities at Marian University. Much of the first year was devoted to staffing up with talent; systematizing recruitment, international admissions, and study abroad procedures; taking inventory of faculty/staff international experience, forming an International Advisory Council, taking inventory of international partnership agreements and purging inactive MOUs, and ensuring all of the necessary compliance, liability, and risk challenges were dealt with. The second year then capitalized off of the foundations built in the first year with positive indicators and noticeable impact which can be viewed via the remainder of this report. The third year is also shaping up to be mostly positive and the OIP has identified challenges/opportunities that are requiring quick adjustments. Continued staffing, and philanthropic support are highly recommended in order to continue establishment of the core strategic international initiatives and to ensure long-term sustainability. Growth is taking place gradually and responsibly and it is imperative that continued focus and persistence become the norm so that longevity of international initiatives and opportunities is ensured for years to come. Continued financial support will undoubtedly be required in year four with gradual tapering off in years six and seven as some resources and assets become self-sustaining.

The table, or dashboard, below represents progression on goals as established in the original 2015 McKinney Grant proposal for 3-year initial start-up. All original goals are represented in blue. Actuals are represented in black. Indicators over/under goals are represented in green or red. Note: Final study abroad data for AY2017/18 will be reported in the 3rd year annual report. Final numbers for number of international partnerships and international students will also be adjusted for the 3rd year report and include additional spring 2018 data or the 2nd – 4th quarter of AY2017/18.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of collaborative agreements</td>
<td>15</td>
<td>20</td>
<td>26</td>
<td>6</td>
<td>25</td>
<td>44</td>
<td>19</td>
<td>30</td>
<td>48</td>
<td>18</td>
</tr>
<tr>
<td>Number of students who study abroad</td>
<td>60</td>
<td>80</td>
<td>126</td>
<td>46</td>
<td>100</td>
<td>125</td>
<td>25</td>
<td>125</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>Number of international students</td>
<td>25</td>
<td>30</td>
<td>40</td>
<td>10</td>
<td>40</td>
<td>44</td>
<td>4</td>
<td>60</td>
<td>*55</td>
<td>-5</td>
</tr>
</tbody>
</table>

* Total international student population after fall semester census. Spring semester 2018 enrollments not included
**To be reported after spring semester 2018, end-of-AY.
VIII. INTERNATIONALIZATION EXECUTIVE SUMMARY

International Students on Campus: Recruitment, Admissions, and Retention

44 full-time international students from 20 countries were enrolled in AY2016/17 for an increase of 4 students above the AY2015/16 goals and a gain of 19 above the AY2014/15 academic year or baseline. The OIR and OIP continue to record significant increases of applications and admits over the period going back to AY2011/12; however, recognizing that there is significant opportunity in enrollments which this report will address.

Promotional and educational materials were created specific to a rapidly shifting international audience. New materials include an international view book, fliers/sell sheets, pre-arrival undergraduate guide, social media presence on Facebook and Twitter, videos, staff/faculty newsletter and website for all office sub-areas. A more user-friendly online international degree-seeking student application and IEP application was put in place and utilized. The OIP has contracted with; Hobsons, Hotcourses.com and most recently College Week Live in order to reach more students and increase arm-chair recruitment capacity.

Cross-cultural programming efforts for AY2016/17 included an interfaith event, International Friendship Program for mentoring international students, Global Classroom to teach American students from an international student perspective, International Education Week in November 2016, and many other on-campus/off-campus events.

Trending:

- As of census Fall 2017 there were 55 full-time international students enrolled from 23 countries, 3 enrolled online, and 2 international IEP during fall session 2.

- Opportunities have been identified via broadening application pool and improving communication with prospective students both of which will result in more positive enrollments. Key adjustments to the Strategic Plan for International Recruitment, Admissions, and Retention include: 1. Aggressive outreach via marketing and travel to countries that IIE Institute for International Education is reporting as growth opportunities. 2. Shifting of recruitment dollars from markets that are slowing to growth markets. 3. Partnership with CollegeWeekLive which will assist with leads management and communication to prospective students. 4. Transitioning of IEP+ to a pathway program which will allow for offering conditional admissions and in doing allow access to a new audience. Aggressive outreach with EducationUSA and American Centers located in key markets via webinar and virtual presentations. The OIP has already begun ramping up of items 1 – 3 and will focus on item 4 in the near future along with publishing an adjusted Strategic Plan for International Student Recruitment utilizing the outline of what was published in fall 2015.
Education Abroad and Study Abroad Initiatives

There was continued growth in AY2016/17 and 125 students studied abroad. 25 students over goal. This result indicates that travel grants continue to make a difference coupled with enhanced advising and promotion. Cancelation of two faculty-led programs did drop total participation numbers by approximately 20. The McKinney Grant assisted 77 students for study abroad for AY2016/17 and fall 2017. According to historical data going back to AY2006/07 the previous highest level of participation before these new efforts began in fall 2015 was AY2010/11 with 60 total participants. For the second consecutive year this previous high was more than doubled. With new programming being developed, increased marketing and awareness, and with a more systematic approach in place it is expected that participation numbers will continue to gradually rise over the next few years. More than $26,000 in additional funding was raised via other mechanisms to assist students. However, as international travel continues to become more expensive it will be important that the ability to award travel grants to students and faculty continue in some form. This may continue to be provided via grant funding or endowment. It is recommended that additional McKinney grant funding be provided towards these efforts; however, coupled with other grant opportunities via The Partners of The Americas and 100,000 strong and other government affiliated organizations. It is also recommended that the university’s colleges plan fundraising activities to bolster the support for study abroad options for undergraduates and consider the experience as required credit for some degree programs. Any combination of these strategies will ensure continued growth of study abroad participation at the university for many years to come. International travel policies, new travel grant eligibility, study abroad forms, adjusted website, and a document management system in CANVAS have all been put in place to minimize risk/liability, streamline process, better target awards to those students of high financial need, and improve communication between students and administration.

Trending:

- The OIP along with the colleges are reviewing additional funding mechanisms to assist students in offsetting travel cost for study abroad programming. New grants through Partners of The Americas and funding being provided by the The Klipsch Educator’s College are representative of this ongoing effort

- The OIP continues to promote the importance of study abroad and career in collaboration with The Exchange so that students view these experiences as practical/valuable options for personal, academic, AND professional growth.

- New faculty-led programs are consistently being developed for delivery each May based on required courses and new low-costs programs are under development in South Korea and China which will serve as a mechanism to test a new study abroad requirement, for credit, with education majors.
Collaborative Partnership Agreements

18 new collaborative domestic/international agreements with university and other partners were established representing an increase of 19 agreements over the AY2016/17 goal and an increase of 29 over the AY2014/15 baseline. After a careful fall 2015 inventory of current partnerships it was deemed that many were either inactive for long duration or were no longer viable. The OIP since late 2015 to present has been working diligently to develop new strategic international partnerships that provide for mutual benefit of both parties; align with university mission, vision and values; provide opportunity to receive and send students and faculty; provide potential for new revenue streams to the university; allow for future programming/projects with the same partners; and contribute to raising the profile of the university. The second year and the beginning of the third year of these efforts are providing us with a glimpse of what is possible and what is to come. There are exchange students now attending to studies at the university and more arriving in 2018 with Marian students planning how they will participate. Students from other university partners in Asia and Latin America are making plans to come to the university in fall 2018 and 2019 and are working on their documentation and financing. Qatari students via a 2+2 agreement will begin studying at the university in fall 2018 in order to complete a Bachelor’s degree in Business Management. And through new partnerships in South Korea and China Marian education students will have low-cost to no-cost options for comparative education study abroad programs. Focus will remain on developing strategic international partnerships. Partnership agreements with higher probability of increasing international student enrollments and providing more opportunities for study abroad funding will be given priority.

Trending:

- 4 additional international agreements have been established in the first quarter of AY2017/18 bringing the total to 48 and 18 over the AY2017/18 goal.
- A 2 + 2 articulation agreement was recently signed in Qatar and additional partnerships are under consideration for France and Taiwan. All which will strategically strengthen the university’s position for receiving additional international students while providing mobility options for Marian students.
- Additional low-cost, short-term programs are being reviewed in order to increase access to abroad experiences for Marian students.
- Via the new partnership with the University of Dayton in the way of their China Institute in Suzhou we are reviewing options for a 1+3 (1 year prep in China, 3 years at Marian) or similar option.
- The OIP will utilize what was learned over the past two years in program type and capitalize on affiliate agreements/programs that make sense while streamlining the overall offering and creating more focus specific options. This will all be communicated via a more user-friendly study abroad website.
Outreach

The office continues to publically represent international education efforts for the university by participating on various professional organization boards and committees, attending conferences, and organizing training and workshops. A few examples are the following: the MU-IAC International Advisory Committee, initiating two Cross-Cultural Competencies Training programs, hosting a Fulbright Workshop, facilitating training at the Institute for Campus and Curriculum Internationalization at IU Bloomington, along with speaking to faculty and staff on various international student matters. OIP staff continue to participate in; the Association of International Education Administrators, Institute for International Education, NAFSA Association of International Educators, NAFSA Region VI, TESOL Teachers of English to Speakers of Other Languages, AIRC American International Recruitment Council; NACAC National Association of College Admissions Counseling, IFLTA International Foreign Language Teachers Association; GSA German Studies Association; WIG Women in Germany; IGHS Indiana German Heritage Society; ACTFL American Council on the Teaching of Foreign Languages; Forum on Education Abroad.

Trending:

- OIP staff have recently been involved in; ICIP Indiana Council for International Programs Executive Committee; ICWU Indiana Council on World Affairs; INTESOL Indiana Teachers of English to Speakers of Other Languages; ICCI Institute for Curriculum and Campus Internationalization, Indiana University; The College Board, Harlaxton Society; and POA Partners of the America’s.

- The OIP will capitalize on newly developed relationships with Marian alumni and administrators from the local Catholic high schools in order to develop a clearer path for their international students to come to Marian.
55 international students from 23 countries, census fall 2017
Current Indicators/Outcomes, Strategies Utilized, and Actions Taken:

<table>
<thead>
<tr>
<th>Term</th>
<th>New Freshman</th>
<th>New Transfer</th>
<th>Total Apps.</th>
<th>Total Admits</th>
<th>% Apps to Admits</th>
<th>% Admits to Enrolled</th>
<th>% Apps to Enrolled</th>
<th>% Admits to Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp. 2012</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>R. 2012</td>
<td>20</td>
<td>1</td>
<td>21</td>
<td>2</td>
<td>10%</td>
<td>1</td>
<td>5%</td>
<td>50%</td>
</tr>
<tr>
<td>Totals 2012</td>
<td>22</td>
<td>1</td>
<td>23</td>
<td>2</td>
<td>9%</td>
<td>1</td>
<td>4%</td>
<td>50%</td>
</tr>
<tr>
<td>Sp. 2013</td>
<td>7</td>
<td>6</td>
<td>13</td>
<td>2</td>
<td>15%</td>
<td>1</td>
<td>8%</td>
<td>50%</td>
</tr>
<tr>
<td>Sr. 2013</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>R. 2013</td>
<td>25</td>
<td>26</td>
<td>51</td>
<td>8</td>
<td>16%</td>
<td>1</td>
<td>2%</td>
<td>13%</td>
</tr>
<tr>
<td>Totals 2013</td>
<td>35</td>
<td>35</td>
<td>70</td>
<td>10</td>
<td>14%</td>
<td>2</td>
<td>3%</td>
<td>20%</td>
</tr>
<tr>
<td>Sp. 2014</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>20%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sr. 2014</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>R. 2014</td>
<td>39</td>
<td>20</td>
<td>59</td>
<td>19</td>
<td>32%</td>
<td>12</td>
<td>20%</td>
<td>63%</td>
</tr>
<tr>
<td>Totals 2014</td>
<td>50</td>
<td>27</td>
<td>77</td>
<td>22</td>
<td>29%</td>
<td>12</td>
<td>16%</td>
<td>55%</td>
</tr>
<tr>
<td>Sp. 2015</td>
<td>12</td>
<td>17</td>
<td>29</td>
<td>5</td>
<td>17%</td>
<td>1</td>
<td>3%</td>
<td>20%</td>
</tr>
<tr>
<td>Sr. 2015</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>R. 2015</td>
<td>33</td>
<td>30</td>
<td>63</td>
<td>20</td>
<td>32%</td>
<td>10</td>
<td>16%</td>
<td>50%</td>
</tr>
<tr>
<td>Totals 2015</td>
<td>46</td>
<td>52</td>
<td>98</td>
<td>25</td>
<td>26%</td>
<td>11</td>
<td>11%</td>
<td>44%</td>
</tr>
<tr>
<td>Sp. 2016</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>2</td>
<td>15%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sr. 2016</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>R. 2016</td>
<td>35</td>
<td>13</td>
<td>48</td>
<td>22</td>
<td>46%</td>
<td>5</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>Totals 2016</td>
<td>41</td>
<td>22</td>
<td>63</td>
<td>24</td>
<td>38%</td>
<td>5</td>
<td>8%</td>
<td>21%</td>
</tr>
<tr>
<td>Sp. 2017</td>
<td>24</td>
<td>5</td>
<td>29</td>
<td>3</td>
<td>10%</td>
<td>2</td>
<td>7%</td>
<td>67%</td>
</tr>
<tr>
<td>Sr. 2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>R. 2017</td>
<td>83</td>
<td>29</td>
<td>112</td>
<td>58</td>
<td>51%</td>
<td>8</td>
<td>9%</td>
<td>17%</td>
</tr>
<tr>
<td>Totals 2017</td>
<td>107</td>
<td>34</td>
<td>141</td>
<td>61</td>
<td>43%</td>
<td>10</td>
<td>9%</td>
<td>20%</td>
</tr>
</tbody>
</table>
FA/SU 2017 Program Breakdown

<table>
<thead>
<tr>
<th>Field</th>
<th>Applicants</th>
<th>Admits</th>
<th>Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>16.5%</td>
<td>19.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Education</td>
<td>2.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Exercise and Sport Studies</td>
<td>7.9%</td>
<td>12.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>IEP</td>
<td>12.2%</td>
<td>24.1%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>16.5%</td>
<td>15.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>23.8%</td>
<td>15.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Nursing</td>
<td>11.6%</td>
<td>4.8%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other</td>
<td>15.9%</td>
<td>7.2%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

International Applications 2012-2017

- New Freshmen
- New Transfers
FA/SU 2017 Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Applicants</th>
<th>Admits</th>
<th>Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>16.5%</td>
<td>19.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Education</td>
<td>2.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Exercise and Sport Studies</td>
<td>7.9%</td>
<td>12.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>IEP</td>
<td>12.2%</td>
<td>24.1%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>16.5%</td>
<td>15.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>23.8%</td>
<td>15.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Nursing</td>
<td>11.6%</td>
<td>4.8%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other</td>
<td>15.9%</td>
<td>7.2%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

International Admits 2012-2017

- Total Admits
- % Apps to Admits
## FA/SU 2017 Program Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Applicants</th>
<th>Admits</th>
<th>Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>16.5%</td>
<td>19.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Education</td>
<td>2.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Exercise and Sport Studies</td>
<td>7.9%</td>
<td>12.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>IEP</td>
<td>12.2%</td>
<td>24.1%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>16.5%</td>
<td>15.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>23.8%</td>
<td>15.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Nursing</td>
<td>11.6%</td>
<td>4.8%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other</td>
<td>15.9%</td>
<td>7.2%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

## International Enrollments 2012-2017

- **% Apps to Enrolled**
  - 2012: 4.0%
  - 2013: 3.0%
  - 2014: 16.0%
  - 2015: 11.0%
- **% Admits to Enrolled**
  - 2012: 50.0%
  - 2013: 20.0%
  - 2014: 55.0%
  - 2015: 44.0%
  - 2016: 21.0%
  - 2017: 7.0%
**FA/SU 2017 Student Athletes**

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% of pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 Applicants</td>
<td>20</td>
<td>12.2%</td>
</tr>
<tr>
<td>2017 Admits</td>
<td>17</td>
<td>20.5%</td>
</tr>
<tr>
<td>2017 Registered</td>
<td>4</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

**Enrollment by Country: Total Enrollment of Degree-Seeking International Students Fall Census 2017**

<table>
<thead>
<tr>
<th>Country</th>
<th># of Students</th>
<th>% of Intl. Population</th>
<th>Country</th>
<th># of Students</th>
<th>% of Intl. Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>4</td>
<td>7%</td>
<td>India</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
<td>4%</td>
<td>Iran</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Cameroon</td>
<td>1</td>
<td>2%</td>
<td>Kenya</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Canada</td>
<td>19</td>
<td>34%</td>
<td>Netherlands</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>China</td>
<td>2</td>
<td>4%</td>
<td>New Zealand</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
<td>5%</td>
<td>Philippines</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
<td>2%</td>
<td>Portugal</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
<td>4%</td>
<td>Saudi Arabia</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>England</td>
<td>1</td>
<td>2%</td>
<td>South Korea</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Haiti</td>
<td>1</td>
<td>2%</td>
<td>Switzerland</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Honduras</td>
<td>1</td>
<td>2%</td>
<td>Uzbekistan</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vietnam</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Students</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Countries</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

**Recruitment 2017 – Trivia:** More than 1,000 international leads were generated in 2017 representing a 100% increase from previous year. The increase is attributed to additional in-market visits and presentations, additional student fairs, social media, and online/virtual recruitment activities.
### Enrollment by Academic Level: Total Degree-Seeking International Students Fall Census 2017

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>4</td>
<td>14%</td>
<td>Cameroon</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
<td>7%</td>
<td>Canada</td>
<td>17</td>
<td>63%</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
<td>7%</td>
<td>China</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
<td>4%</td>
<td>India</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
<td>7%</td>
<td>Iran</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
<td>4%</td>
<td>South Korea</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
<td>7%</td>
<td>Switzerland</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Haiti</td>
<td>1</td>
<td>4%</td>
<td>Vietnam</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Honduras</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenya</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>2</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*South Korea</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>3</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>1</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>28</strong></td>
<td></td>
<td><strong>Total Students</strong></td>
<td><strong>27</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Countries</strong></td>
<td><strong>18</strong></td>
<td></td>
<td><strong>Total Countries</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>

*exchange student

#### Recruitment 2017 - Trivia:
At census in August 2017 there were 55 full-time degree-seeking international students, 2 international IEP+ students, and 3 online international students. 60 total international students were involved in university programs in fall 2017. In comparison there were 45 total international students involved in university programs in fall 2016.
NEW INTERNATIONAL STUDENT ENROLLMENTS FALL 2016

- Freshman: 50%
- Transfer: 34%
- Second Degree: 0%
- Graduate: 8%
- COM: 8%

CHOICE OF MAJOR FOR INTERNATIONAL STUDENTS FALL 2016

- Biology (2): 5%
- Business Management (9): 21%
- COM (18): 21%
- Communications (1): 10%
- Dual Degree Math/Engineering (2): 2%
- English (1): 2%
- Exercise Science (2): 2%
- Marketing (4): 2%
- Biomedical Sciences (1): 2%
- Psychology (1): 2%
- Nursing and Pre-Nursing (2): 44%

Fall 2016

- 57% Male
- 43% Female
Enrollment by Country: International Students Fall 2016

<table>
<thead>
<tr>
<th>Country</th>
<th># of Students</th>
<th>% of Intl. Population</th>
<th>Country</th>
<th># of Students</th>
<th>% of Intl. Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>3</td>
<td>7%</td>
<td>India</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
<td>2%</td>
<td>Iran</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Cameroon</td>
<td>1</td>
<td>2%</td>
<td>Kenya</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Canada</td>
<td>15</td>
<td>34%</td>
<td>South Korea</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
<td>2%</td>
<td>Mexico</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
<td>5%</td>
<td>Philippines</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
<td>2%</td>
<td>Portugal</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Germany</td>
<td>3</td>
<td>7%</td>
<td>Saudi Arabia</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Great Britain</td>
<td>2</td>
<td>5%</td>
<td>Sweden</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Haiti</td>
<td>1</td>
<td>2%</td>
<td>Vietnam</td>
<td>2</td>
<td>5%</td>
</tr>
</tbody>
</table>

|                | Total Students | 44                  |
|-----------------------------------------------|-----------------|
|                | Total Countries | 20                 |

**Trending:**

Spring 2018
- 79 apps, increase of 68% over Spring 2017
- 21 admits, increase of 81% over Spring 2017
- 6 deposits, increase of 67% over Spring 2017

Summer/Fall 2018
- 41 apps, increase of 22% over Summer/Fall 2017
- 12 admits, increase of 17% over Summer/Fall 2017
- 2 deposits

Based on data provided by Office of Institutional Research on 12/21/2017
Ongoing Activities:

- More than 140 applications processed in 2017 representing a 5-year record
- More than 60 students admitted in 2017 representing a 5-year record
- Implementation of the comprehensive Strategic Plan for International Student Recruitment & Outreach continues, with some adjustments, via the Internationalization Strategic Plan’s Initiative I: International Student Recruitment, Admissions & Retention.
- Streamlined international admissions process implemented in order to cut down on the turnaround time with admissions decision and notifying student of scholarships.
- International student admissions application adjusted and implemented. Some data is now being pulled automatically from the applications to CAMS which will gradually diminish the necessity to manually enter all data.
- Developed new relationships with Scecia High School administrators (alumni of Marian) and FLAG Foreign Links Around the Globe of Indianapolis in order to begin recruiting from local Catholic High Schools. OIP hosted groups of students from China and Spain this spring and will continue to do the same into 2018 via the new relationships.
- Multiple international recruitment/outreach trips were completed with active recruitment in Mexico, Central and South America, Western and Eastern Europe, East Asia and Southeast Asia. International travel included participation at student fairs; presentations at American Centers, EducationUSA Centers and high schools; and university partnership conversations generating more than 250 prospective student leads. Approximately 60% of applications in 2017 were due to active, in-market recruitment. Approximately 80% of those applicants were non-athletes.
- More than 10 US government offices, 20 different high schools, and 10 different universities were visited during international travel and outreach activities raising the awareness of Marian University and programs in more than 13 different countries.
- A New international view book, IEP brochure in 8 languages, and other materials were designed, printed and shipped to more than 30 different locations including American Centers, recruitment partners, and college counselors.
• In an effort to shift a portion of recruitment budget from international travel to passive and armchair recruitment efforts International Admissions & Recruitment began working with Hobsons, Hotcourses.com and more recently College Week Live. This will also assist in broadening out where applications are coming from and to improve dialogue with students that are admitted but who may be hesitating on depositing. Both of which have been identified as new opportunities.

• In order to increase the quality of student data and decision making related to recruitment strategy/budget new international student data capturing/enrollment management continues to be developed and improved with the help of IT, Office of Registrar and the Office of Institutional Research.

• Facebook promotions and advertisements are launching on a monthly basis highlighting programs and campus life as well as application due dates.

• New videos targeting the international audience and created by Marian students are being utilized on website and student fairs. New video shorts are in the works which will explain admissions process in multiple languages.

• The development of a local Catholic high school network is underway and with plans to establish an International Student High School Day at Marian.

• International Admissions began working with FLAG Foreign Links around the Globe in order to spotlight Marian University as an undergraduate option with international students coming to Indianapolis for high school. A population which is gradually increasing. The office hosted groups of students from China and Spain via FLAG for orientations and campus tours.

**Trending:**

• The OIP recently admitted the university’s first foreign exchange student (South Korea) and is processing 2 additional foreign exchange students for 2018. Also from South Korea via the international partnership with the Catholic University of Korea.
Goals, Strategies, and Actions for AY2018:

- Add 11 new freshman and transfer students to the undergraduate numbers
- Increase total international student population to 60 after adjustment for graduation
- Increase percentage of non-athlete enrollments to 50%

Note: International student recruitment continues to tighten for both undergraduate and graduate levels with new enrollment totals in the U.S. falling for the second straight year. New degree-seeking enrollments to the U.S. were down by approximately 3.7% over previous year while English language programs nationwide recorded a -26% the second straight year of decline. (Data taken from IIE Open Doors, NAFSA, Project Atlas, November 2017)

Though the news on a national basis is not reassuring we choose to remain positive with regards to Marian University’s outlook and international student recruitment. And after reviewing national data, correlating that with Marian data, reviewing our internal process and options to learn what has worked and what has not worked we believe that the following adjustments and activities will ensure that international student enrollments continue to grow at the university and ensure goals are met.

- After careful review of application data for 2017 and now 2018 the OIP has picked up on a few trends. Those trends are listed below along with new or adjusted strategies being taken.
  
  1. International Admissions is seeing a large number of applications coming from prospective students in countries where student visa denials are high. That being said we are also investing a great deal of time in processing those applications and advising those students for which very few will be admitted or ultimately enrolled. Therefore, we’re prioritizing those particular students that submit application and materials early which should allow them for an additional attempt at visa if they are denied the first time. This in turn should tighten the funnel and allow for better concentration and use of time while being sensitive to service delivery.

  2. After reviewing the scenario in item #1 we recognized that there is opportunity to diversify where applications are coming from. So based on the IIE Open Doors data published November 2017 we will concentrate more effort and recruitment dollars in a hand-full of markets (ie., Mexico, Colombia, Honduras, Panama, Brazil, Vietnam, Taiwan, South Korea) and other countries showing increases.
Broadening our outreach will improve yield. The reality is that things are constantly shifting so we will need to be on top of the trends as well as focus on what international students’ desire to study and how that correlates with the university’s degree mix.

3. 75% of the application pool for 2017 was made up of non-athletes; however, only about 25% - 30% actually enrolled. As attracting athletes to Marian University has historically not been a challenge we will be placing more emphasis on attracting non-athletes. It has been noted in recent weeks that prospective students will respond to more personal communication. So we are shifting very quickly from blanket e-mail messages to one-on-one communication with all applicants and with additional frequency of communication to those admitted. To assist us in making this adjustment we are contracting with CollegeWeekLive in order to communicate in a timelier manner as well as picking up new options for live webinar and chat.

Adjustments, listed below, to system/process will aid in the above and ensure efficiency.

- Complete process of international application data to CAMS sharing
- Utilize Delivra and Sales Force for communication to students and to improve data collection which will allow for more informed decisions on use of recruitment dollar

For more information regarding international admissions please visit: [http://www.marian.edu/international-programs/international-admissions](http://www.marian.edu/international-programs/international-admissions). For more information regarding strategic planning for international student recruitment please contact Anthony Shull [ashull@marian.edu](mailto:ashull@marian.edu) or Jodi Johnson, [jjohnson@marian.edu](mailto:jjohnson@marian.edu).
X. INTERNATIONAL STUDENT & SCHOLAR SERVICES

Current Indicators/Outcomes, Strategies Utilized, and Actions Taken:

<table>
<thead>
<tr>
<th>Advising Category</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Student Orientation Sessions (undergrad, grad, COM, individual)</td>
<td>18</td>
</tr>
<tr>
<td>In-Person w/ Current Students</td>
<td>425</td>
</tr>
<tr>
<td>In-Person w/ Faculty, Staff, Academic Units</td>
<td>80</td>
</tr>
<tr>
<td>Cultural Development w/ Faculty &amp; Staff</td>
<td>24</td>
</tr>
<tr>
<td>Academic Advisors</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Advised</strong></td>
<td><strong>567</strong></td>
</tr>
</tbody>
</table>

*Total does not include phone/online advising

- 18 new incoming international undergraduate, graduate and COM students advised over 4 orientation sessions and individual sessions
- 425 visits and in-person advising sessions with current international students
- Retention of international students at 80%
- 80 faculty advising sessions and meetings related to how students can maintain their immigration status, cross-cultural matters, medical student residencies, and regarding rules for Curricular Practical Training (CPT) and Optional Practical Training (OPT)
- Advised 2 students now on OPT and 7 students for summer internships
- Hosted a Skype advising session regarding student visa via EducationUSA, Manila, Philippines with prospective high students
- Advised the university’s first foreign exchange student. (South Korea)
• International programs website updated with additional arrival information, information regarding support services and international student programming

• International student pre-arrival handbook distributed to incoming undergraduate students and college counselors

• CPT and OPT Handbooks adjusted

• Organized a visa workshop with local immigration lawyers for MU-COM students to better understand visa options for medical residency

• Co-organized Fulbright Scholar workshop for faculty and staff

• Cultural outings and activities with international students (ie., day-trip to Brown County, cave tour, Pacers game, Fall Festival at an apple orchard, and Kings Island in collaboration with the 21st Century Scholars

• Organized the Taste of Nations event on October 5, 2017. Approximately 200 members of the campus community attended despite the pouring rain.

• 5 international students graduated in spring 2017 along with the first international COM student

• Advised for the Marian University International Club Asian cooking night

• International Education Week was November 13-17. IEW 2017 included 20 events: a study abroad information table, a presentation about Sikhism, a mass in Spanish, the Night of Burma, Cross Cultural Symposium, Peace Corps Presentation by a Marian University alumnus, “Global Migration and a Just Response,” Japanese Tea Ceremony, a documentary about refugees with discussion; Zumba, international dishes in the cafeteria, and a theatre production. A major highlight of the week includes a Global Citizen Award ceremony where students, faculty, and staff were acknowledged for their contributions to campus internationalization. Other events included two movie nights (a Brazilian film and an Indian film) and teaching students how to do origami and write their name in Arabic, Japanese, and Korean. We are especially happy to have collaborated with other student groups and offices across campus and the community (Guru Nanak Sikh Society, Hope for Tomorrow, and Indy Peace Corps).

**Ongoing Activities:**

• Communicating with new fall international students to help them prepare for their arrival, in regards to health insurance, class registration, visas, and housing
• Preparing curriculum for co-teaching a First Year Seminar on understanding one’s own culture, cultural dimensions and differences, and how to effectively work with others with different cultural viewpoints. Co-taught with Dr. Bradley Cavallo, Art History department. Attended NAFSA: Association of International Educators conference in May 2016 (in Denver). Participated in a pre-conference workshop to learn how to file H-1B applications so the university can sponsor work visas.

• Attended Region VI NAFSA Conference and F-1 Intermediate Workshop.

Goals, Strategies, and Actions for AY2018:

• Publish a procedures manual with Assistant Director of International Admissions and Recruitment, including, but not limited to, information on specific international student matters at Marian University such as registering for classes, airport pick-ups and on-campus housing move-ins, processing immigration authorizations such as Curricular Practical Training (CPT), etc.

• Further populate and organize the ISSS website with information aimed at all potential and current international students (undergraduate, graduate, Intensive English Program, non-degree, and exchange)

• Identify and implement opportunities to improve international student data tracking and data management

• Work with colleagues in MU-COM, national COM programs, immigration lawyers and U.S. Department of State to develop resources for MU-COM students on how to navigate residency options given visa restrictions

• Install flags in the new Student Success Center which represent all countries from which international students arrive

Trending:

• OIP recently welcomed and is now supporting the university’s first foreign exchange student (South Korea). The office is now preparing for two additional foreign exchange students currently in the registration process for 2018 and also from South Korea via a new university partnership with the Catholic University of Korea, Global Campus based in Seoul.

• The office is preparing for the spring arrival of 4 - 7 new international students including 3 undergraduates (1 from Spain, a cross country runner; 1 from Zimbabwe, 1 from Nigeria; and 1 from New Zealand, a cyclist) and 2 exchange students from South Korea via the bilateral exchange agreement with the Catholic University of Korea, Seoul
- OIP-ISSS will host a one-day international student orientation for the new students in January 5, 2018
- 2 international students will graduate December 2017 (Nursing and Business); ISSS attended the Nursing Pinning Ceremony
- 80 advising visits with students between 09/01/2017-11/13/2017
- OIP-ISSS will host an interfaith event in spring 2018
- The OIP will host the NAFSA (Association for International Educators) Indiana State meeting in June 2018 at Marian University

For more information on International Student & Scholar Services Support please go to: http://www.marian.edu/international-programs/international-student-and-scholar-services or contact Ms. Rhonda Hinkle, ext. 6670, rhinkle@marian.edu.
ISSS Spotlight:

International Education Week (IEW) is a joint initiative between the U.S. Department of State and the U.S. Department of Education with the objective of celebrating each year the benefits of international education and exchange worldwide. [https://iew.state.gov/](https://iew.state.gov/). Marian University, along with universities across the country and worldwide, celebrated by organizing IEW 2016 which took place from November 14 – 18 and more recently IEW 2017 from November 13 – 17. More than 300 people attended the events and activities ranging from Burma Night to Global Citizen Awards. Below are some of the highlights represented by photos.
XI. INTENSIVE ENGLISH PROGRAM

Current Indicators/Outcomes, Strategies Utilized, and Actions Taken:

<table>
<thead>
<tr>
<th>Term</th>
<th>Applications*</th>
<th>Enrollments*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Int’l</td>
</tr>
<tr>
<td>Spring 1, 2017</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2, 2017</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Fall 1, 2017</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2, 2017</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

*November 13, 2017

- The Intensive English Program Plus (IEP+) within the Office of International Programs enrolled its first full-time 8-week session students in January 2017. The IEP+ consists of six proficiency levels (ie. High Beginner, Low Intermediate, Intermediate, High Intermediate, Low Advanced, and Advanced) and the 8-week English-Language Learning (ELL) courses aim to provide students with a culturally sensitive, supportive environment in which to build English language proficiency and academic skills needed for college success. Opportunities for creative language practice and expression of ideas are provided in content-rich classes and learning experiences outside of class with other Marian students. The ELL instructors respond to students’ varied learning styles and educational backgrounds through varied instructional techniques and materials to facilitate progress toward an established set of student learning outcomes. The “Plus” aspect of the program allows for students to participate in English for special purposes with free workshops tracked towards professional development or academic success.

In addition to providing language support for international students on the MU campus, the program assists in the recruitment and retention of international students (F-1 students) for the University’s academic programs adding diversity to the Marian student population. ELL courses are also being made available to the greater Indianapolis community, attracting adult learners from immigrant
backgrounds in need of the language skills necessary for integration into the English-speaking community and for improving chances for employment.

- The 6-level MU-IEP focuses on three aspects of proficiency across the four skills. (Adopted from the “Center for Public Education” Review, What Research Says About Preparing English Language Learners for Academic Success, 2007.)

- *English language proficiency* refers to the ability to speak, read, write, and comprehend the English language in general.

- *Academic English proficiency* refers specifically to the ability to speak, read, write, and comprehend academic English, which is characterized by academic and content specific vocabulary, complex sentence structure, and the processes of academic discourse (e.g., interpretation and analysis of data or text).

- *Content proficiency* refers to students’ ability to demonstrate mastery of subject-area knowledge.

- IEP students who are planning on studying in a Marian University degree program must display an advanced proficiency in English Language and Academic English proficiencies in order for content proficiency to be possible.

**IEP+ Impact:** During the program’s first year of operation it employed 4 local part-time ESL instructors and 1 curriculum writer, enrolled 18 students from 6 different countries, saw 1 international student transfer into degree study, and led to 2 new international partnerships.

**Trending:**

The IEP+ is being reviewed for continued growth viability with emphasis on current resources available, support, and human resource. National enrollment data for similar English language programs continues to trend downward (-14.6% fall 2015, -26% fall 2016, IIE Open Doors, November 2017). Additionally, many for-private companies have established programs in target countries and universities abroad have developed their own programs in order to keep costs down. The Philippines has been particularly successful in attracting students from Asia to study English as the cost is much lower than sending students to the west. It’s recognized that the program will need to be adjusted to a SEVP-certified pathway program so that conditional admissions can be provided to prospective students and so earned credits can be assigned.

- A pathway program combining English language training and for-credit academic course work is in consideration for 2019. The program would include a
pathway for international degree-seeking students from IEP levels 5 & 6 into academic study for general education credit via a conditional admission letter.

- The conditional admission letter would allow the student to be conditionally admitted into their degree program with the understanding that they would study intensive English until they fulfill the admissions requirement. This then removes the need for them to apply to their degree program in a separate process after arrival which poses some risks.

For more information please contact Anthony Shull, ext. 6333, ashull@marian.edu.

Goals, Strategies, and Actions for AY2017/18:

- Identify mechanisms of support for current students that may have specific language skill issues
- Identify new points of collaboration with those university partnerships based on IEP+ programming. Adjustments, addenda to current agreements may need to be made
- Ensure all things related to the current program are wrapped up well for the 2017 calendar year and can be safeguarded for the future use
- Carry-out viability review for development of a pathway program to be adjudicated by SEVP in fall of 2018 and offered in 2019 for enrollment
125 students studied abroad in 13 different countries over 12 different programs.
XII. EDUCATION ABROAD

Current Indicators/Outcomes, Strategies Utilized, and Actions Taken:

<table>
<thead>
<tr>
<th>EDUCATION ABROAD STUDENT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>AY2006/07</td>
</tr>
<tr>
<td>AY2007/08</td>
</tr>
<tr>
<td>AY2008/09</td>
</tr>
<tr>
<td>AY2009/10</td>
</tr>
<tr>
<td>AY2010/11</td>
</tr>
<tr>
<td>AY2011/12</td>
</tr>
<tr>
<td>AY2012/13</td>
</tr>
<tr>
<td>AY2013/14</td>
</tr>
<tr>
<td>AY2014/15</td>
</tr>
<tr>
<td>AY2015/16</td>
</tr>
<tr>
<td>AY2016/17</td>
</tr>
</tbody>
</table>

McKinney Travel Grants

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th># Awarded</th>
<th>$ Awarded</th>
<th>Summer/May Short-Term</th>
<th>Semester</th>
<th>For-Credit</th>
<th>Non-Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2015/16</td>
<td>69</td>
<td>$55,375.00</td>
<td>66</td>
<td>3</td>
<td>69</td>
<td>0</td>
</tr>
<tr>
<td>FY2016/17</td>
<td>72</td>
<td>$56,450.00</td>
<td>67</td>
<td>5</td>
<td>53</td>
<td>19</td>
</tr>
<tr>
<td>*FY2017/18</td>
<td>21</td>
<td>$49,137.50</td>
<td>14</td>
<td>7</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative</td>
<td>162</td>
<td>$160,962.50</td>
<td>147</td>
<td>15</td>
<td>143</td>
<td>19</td>
</tr>
</tbody>
</table>

*Data includes awards within 1st and 2nd quarter of FY2017/18.
EDUCATION ABROAD PARTICIPATION AY2016/17

- Short-Term Study Abroad (for-credit) (44)
- Semester Study Abroad (for-credit) (5)
- 4 - 10 week Summer (10)
- Medical Mission Trips (27)
- International Clinical Rotations (3)
- Alternative Break Programs (19)
- Athletics (17)

EDUCATION ABROAD PARTICIPATION AY2016/17 - AREA OF STUDY

- Business
- Arts & Sciences
- Education
- Nursing
- Campus Ministries
- Osteopathic Medicine

EDUCATION ABROAD PARTICIPATION AY2016/17
For-Credit vs Non-Credit

- For-Credit Programs (62) 49.6%
- Non-Credit Programs (63) 50.4%
Students and faculty participated in some very interesting programs and projects abroad this past year ranging from short-term service learning programs in South America to longer-term semester study in Europe. Challenges continue to include the expense of travel and finding the best time to travel out. Travel grants and financial assistance continues to be requested by interested students.

- 125 students and more than 20 faculty/staff participated in education abroad activities in AY2016/17
- More than 100 students were advised in face-to-face sessions and others via e-mail and telephone
- 72 students were awarded travel grants in AY2016/17 provided through the McKinney Grant for undergraduate study abroad programs
- More than $56,000 was awarded in McKinney Travel Grants to students participating in undergraduate abroad programs
- 6 students were advised for international medical clerkship programs in Kenya, Peru, Honduras, Kenya, Ghana and other volunteer programs.
- 6 faculty were advised for study abroad program development for 2018, 2019
- More than $12,000 was awarded to faculty for new study abroad development exploratory travel via the McKinney Grant
- 2 faculty and 2 students advised on Fulbright options abroad
• 5 students studied for a semester in Australia, England, Spain and Japan.

• 28 students and 6 faculty from Business, Nursing, and Liberal Arts traveled to Harlaxton located near London, England. All received McKinney Travel Grants to assist with costs.

• 12 students and 2 faculty participated in a short-term faculty-led program to Italy, Ireland and Spain. All received McKinney Travel Grants to assist with costs.

• 27 Doctor of Osteopathic medical students and 5 faculty participated in medical mission programs in Honduras, Bolivia, and Dominican Republic providing basic medical care in villages

• 19 students and 2 faculty participated in Alternative Break programs in Guatemala and Puerto Rico assisting with critical community-based projects. All received McKinney Travel Grants to assist with costs.

• 4 students and 2 faculty from Gender studies traveled to Puerto Alegre, Brazil to participate in the “Women’s Rights and Women's Empowerment Study Abroad Program 2017.” All received scholarship through the Partners of the Americas 100,000 Strong in the Americas and the McKinney Travel Grants. (See Study Abroad Spotlight)

• The annual Study Abroad Fair was held on October 5th, 2017 with more than 200 students, faculty and staff attending along with 12 different affiliate program providers in conjunction with the annual Taste of Nations event

Thank you faculty!

Ongoing Activities:

• A new for-credit, faculty-led education program is scheduled for May 2018. 15 students and 1 faculty member will travel to South Korea for a 2-week program hosted by university partners; Korea National University of Education

• A new faculty-led program in France, Italy is under development for May 2018

• CANVAS, the university’s online course delivery application continues to be utilized as a documentation management platform for all education abroad programs at MU. It has provided a paperless process where students can upload all related travel documentation and allows for 24/7 access by faculty leaders, group leaders, administration, and campus police. Utilization of CANVAS has proven to be a viable alternative to expense software program and improvements continue including standardization of program-type titles and organization of administration and maintenance
• Study Abroad website is being streamlined to ensure ease of use and provide more focus and information on critical, priority programs

• Study Abroad Photo Contest being planned for early spring 2018

• The Study Abroad website will be updated with a list of approved programs so that students can more easily locate programs of academic and geographic interest and so that the office can better vet and advise on study abroad programs through providers

• A new US Department of State Travel Warning system will go into effect in 2018; therefore, the university’s International Travel Policies & Guidelines will be updated to include those changes

Trending:

• 18 students received McKinney Travel Grant awards thus far for AY2017/18.
• More than $37,000 has been awarded in McKinney Travel Grants thus far for AY2017/18
• Marian students are taking interest in program options via the new bilateral exchange agreements. South Korea in particular.
• International Clinical Rotations for DO students have become popular and advising is on the increase

Goals, Strategies, and Actions for AY2017/18:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Goal % Increase</th>
<th>New Participants Goal</th>
<th>*Total Goal</th>
<th>Actual Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY2006/07</td>
<td>NA</td>
<td>34</td>
<td>NA</td>
<td>34</td>
</tr>
<tr>
<td>AY2007/08</td>
<td>NA</td>
<td>46</td>
<td>NA</td>
<td>46</td>
</tr>
<tr>
<td>AY2008/09</td>
<td>NA</td>
<td>77</td>
<td>NA</td>
<td>77</td>
</tr>
<tr>
<td>AY2009/10</td>
<td>NA</td>
<td>33</td>
<td>NA</td>
<td>33</td>
</tr>
<tr>
<td>AY2010/11</td>
<td>NA</td>
<td>60</td>
<td>NA</td>
<td>60</td>
</tr>
<tr>
<td>AY2011/12</td>
<td>NA</td>
<td>45</td>
<td>NA</td>
<td>45</td>
</tr>
<tr>
<td>AY2012/13</td>
<td>NA</td>
<td>65</td>
<td>NA</td>
<td>65</td>
</tr>
<tr>
<td>AY2013/14</td>
<td>NA</td>
<td>49</td>
<td>NA</td>
<td>49</td>
</tr>
<tr>
<td>AY2014/15</td>
<td>NA</td>
<td>38</td>
<td>NA</td>
<td>38</td>
</tr>
<tr>
<td>AY2015/16</td>
<td>8%</td>
<td>80</td>
<td>80</td>
<td>126</td>
</tr>
<tr>
<td>AY2016/17</td>
<td>6%</td>
<td>134</td>
<td>134</td>
<td>125</td>
</tr>
<tr>
<td>AY2017/18</td>
<td>8%</td>
<td>135</td>
<td>135</td>
<td>135</td>
</tr>
<tr>
<td>AY2018/19</td>
<td>8%</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>AY2019/20</td>
<td>8%</td>
<td>158</td>
<td>158</td>
<td>158</td>
</tr>
<tr>
<td>Accumulative</td>
<td>8%</td>
<td>41</td>
<td>41</td>
<td>653</td>
</tr>
</tbody>
</table>

Total Goals are internally set and in addition to McKinney Grant goals.
• Complete planning of annual fall Study Abroad Fair for October 2018
• Create a faculty-led program workshop to be offered in fall 2018
• Identify additional travel grant funding mechanisms
• Add additional programs to CANVAS (ie., Klipsch Educator’s College Maymester in South Korea, France & Italy Faculty-Led program, others)
• Continue to offer travel grants at roughly the same rate as AY2016/17 via application process
• Identify/implement study abroad self-serve kiosk locations on campus
• Install directional poles in 3 locations of the campus displaying cities/countries in which Marian students are studying abroad

Marian University takes international travel seriously. For more information on international travel policies and guidelines go to: http://www.marian.edu/international-programs/international-travel-policy
Study Abroad Spotlight:

This past summer, Professors Holly Gastineau-Grimes and Mary Ellen Lennon traveled to Porto Alegre, Brazil with 4 Marian students, each awarded scholarships through the ‘Partners of America 100,000 Strong in the Americas’ grant ($25,000) and the McKinney Travel Grant for the 2017 Maymester course, ‘Women’s Rights and Women’s Empowerment Study Abroad: Brazil.’ The students included two freshmen – Maresa Kelley and Kayla Bledsoe – and two seniors – Elizabeth Hilt and Marah Leonfils. Beginning in January, the students took part in culture and language training sessions, as well as, workshops to learn about the history and development of Brazil, establish an understanding of global measures of women’s equality and empowerment, and develop specific research topics for study in Brazil. Students traveled from June 1 to June 10 and had the opportunity to meet with teachers, students, industrial leaders, government representatives, the courts, university students and faculty, and non-governmental activists. The group collaborated closely with Dr. Ana Paula Motta Costa of the Universidade Federal Do Rio Grande Do Sul. Dr. Costa has worked with the Tobacco Syndicate to establish an educational ‘apprenticeship’ program that encourages parents in agricultural areas to keep their children in school. The ‘Growing Up Right’ Project provides a stipend and wage for students (especially girls and young women) to complete their secondary education, and encourages students to pursue college-level education. The students were also invited to share a day working with THEMIS, a group of popular legal defenders assisting women victims of domestic violence. Since 1993 THEMIS has worked to decrease discrimination that women often experience at police stations and within the legal system in Brazil. Students visited both the THEMIS administrative office and centers in the community, offering immediate assistance to women in need. Marian students also carried out their own research projects on girls’ education, perceptions of beauty, Afro-Brazilian female writers, and LGBT rights while in Porto Alegre. The completed research projects will be featured in a digital archive to foster continued conversations on women’s equality and empowerment at universities here in the United States, and abroad. Professors Lennon and Gastineau-Grimes presented outcomes at the Partners of The Americas Higher Education Conference in San Miguel de Allende, Mexico in October 2017 and plan to continue the program including hosting students from the Federal University in Brazil at Marian University in the near future.
Marian University has 48 international partnerships in more than 20 different countries.
XIII. INTERNATIONAL PARTNERSHIPS & PROGRAMS

Current Indicators/Outcomes, Strategies Utilized, and Actions Taken:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>International Recruitment</th>
<th>Affiliates for Study Abroad</th>
<th>University-Based</th>
<th>Goal</th>
<th>Actual New International Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY2011/12</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>AY2012/13</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AY2013/14</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>AY2014/15</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>AY2015/16</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>AY2016/17</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>CUMULATIVE TOTAL</td>
<td>20</td>
<td>9</td>
<td>15</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

*As of end of reporting for AY2016/17

The Office of International Programs advocates and felicitates the development of strategic international partnerships. Strategic in that all partnerships developed or under development do the following: provide for mutual benefit of both parties; align with university mission, vision and sponsorship values; provide opportunity to receive and send students and faculty; provide potential for new revenue streams to the university; allow for future programming/projects with the same partners; and contribute to raising the profile of the university.

International Recruitment Partnerships: Represent partnership agreements with private agencies/consultants with the objective of bringing international students to the university. These agencies/consultant partners are located or represented in-market, speak the native language and understand the local cultures.

- 2 partnerships were established with recruiters in Colombia with the objectives of recruiting undergraduate and IEP+ students from Bogota and surrounding regions as well as assisting the OIP with on-site meetings and local government offices and schools.
A partnership was developed with Capstone Vietnam and Oh! Study of Taiwan. Both organizations assist with student fairs, school visit arrangements, in-market promotion, translations, and student advising.

A partnership was developed with Aislinn Immigration & Education Consultancy Pvt. Ltd. of Nepal to recruit undergraduate students.

A partnership was developed with Career Mosaic Pvt. Ltd. of India to recruit students.

Affiliate Partnerships for Study Abroad: Represent partnership agreements between the university and private entities with the objective of providing a broad or specialized portfolio of abroad programs which vary in location, duration and costs. The strategy ensures that Marian student and faculty have access to a wide variety of program options to fit their budgets and time frame.

An affiliate partnership was developed with CAPA to provide a broad portfolio of abroad programs worldwide with emphasis on internships, Global Seminar, Global Cities Program, Semester Program, Summer Program and a Faculty Seminar. This agreement includes options for student scholarships. Scholarships are available occasionally for students from partner institutions.

An affiliate partnerships was signed with Spanish Studies Abroad via their Center for Cross-Cultural Study to provide short-term options for Spanish language and culture programs in Spain.

University Institution-to-Institution Partnerships: Represent agreements with universities abroad or locally. Such agreements may involve student/faculty exchange, faculty research and joint publication, hosting degree-seeking and non-degree-seeking students at Marian University, hosting international students/faculty for customized programming, other.

A partnership was signed with the Catholic University of Korea, Seoul, South Korea for the exchange of students to semester-long and summer session study. 1 student arrived in fall 2017. 2 students arriving spring 2018.

A partnership was signed with the Catholic University of Daegu, South Korea for the exchange of students to semester-long and summer session study.

A partnership was signed with Sciences Po, Rennes, France for the exchange of students to semester-long and summer session study.

A partnership was signed with the Universidad Pontific de Comillas, Madrid, Spain for the exchange of students to semester-long and summer session study.
• A partnership was signed with Providence University, Taichung City, Taiwan for the exchange of students to semester-long study.

• An articulation agreement was signed with the Community College of Qatar. CCQ students will finish their associate degree in business in Qatar and their bachelor’s degree in business management at Marian over a two-year period. First students expected fall 2018.

• A Global University Friendship Agreement was signed with Ateneo de Manila University, Philippines offering their students a study abroad experience in Indianapolis and with an expedited application process and access to a small scholarship.

• An agreement with signed with Fuji Women’s University of Sapporo Japan to receive their students for one semester of intensive English and one semester of academic undergraduate study. Or two semesters of academic undergraduate study and access to a $4,000 scholarship for the year.

Ongoing Activities:
• Partnership options are being reviewed with National Taiwan University
• Partnership options are being reviewed with Fu Jen Catholic University of Taiwan
• Options for partnering with Timmy Global Health and Misioneros de Esperanza are under review for providing ongoing medical mission trips to Latin America
• International travel to Latin America and Southeast Asia in order to establish relationships with students, faculty and staff and prospective international partner universities
• Review of prospective study abroad affiliates and collection of agent information along with checking references from current partners
• Review of prospective international recruitment partners based on adjustments to strategic plan for recruitment and collection of agent information along with checking references from current partners and carrying out background checks as necessary

Trending:
• 48 total international partnerships in place as of 1st quarter of AY2017/18.
• A recruitment partnership was recently signed with FirstPoint USA to recruit students from Europe.
A contract was recently developed with CollegeWeekLive which will be assisting with leads management and options for online live sessions and chat options with students.

An agreement was recently signed with the University of Dayton to participate in their China Institute in Suzhou. A Chinese student preparation program is being discussed for 2019 that would allow for 1 year in China and 3 years at Marian. A short-term Maymester program has also been discussed for Marian students for May 2019.

Via the bilateral exchange agreement with the Catholic University of Korea in Seoul (CUK); 1 student arrived in fall 2017. 2 students arriving spring 2018, advising is taking place for Marian students to attend summer session at CUK

Goals, Strategies, and Actions for AY2017/18:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>International Recruitment</th>
<th>Affiliates for Study Abroad</th>
<th>University-Based</th>
<th>Goal</th>
<th>Actual New International Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY2011/12</td>
<td>6</td>
<td>NA</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>AY2012/13</td>
<td>3</td>
<td>NA</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AY2013/14</td>
<td>2</td>
<td>NA</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AY2014/15</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>AY2015/16</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>AY2016/17</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>AY2017/18</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>*AY2018/19</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>*AY2019/20</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>CUMULATIVE TOTAL</strong></td>
<td><strong>26</strong></td>
<td><strong>12</strong></td>
<td><strong>23</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

AY2011/12 – AY 2014/15 data based on available archives. Projections based on current resources.

- Sign 2 new international recruitment partnership agreements in three different countries for the purpose of bringing international degree-seeking students to the university for academic study
- Sign 1 new affiliate agreements for study abroad for the purposes of medical mission trips and short-term study abroad programming
- Sign 3 new university based agreements for the purpose of setting up study abroad hub sites, and bringing international degree-seeking students to the university

For more information regarding strategic international partnership development please go to: http://www.marian.edu/international-programs/international-programs-and-partnerships or contact Anthony Shull, ext. 6333, ashull@marian.edu

1/3 of Marian University faculty and staff have participated in international conferences or training during their career.
XII. PROFESSIONAL DEVELOPMENT, CROSS-CULTURAL TRAINING, OUTREACH, CONFERENCES

The Office of International Programs places great emphasis on ongoing outreach, networking and professional development and view these activities as critical to the internationalization process and success.

- Wendy Westphal attended the annual IFLTA Indiana Foreign Language Teachers Association conference in Indianapolis in and ACTFL convention in Nashville, Tennessee in November 2017
- Holly Gastineau-Grimes, Mary Ellen-Lennon, and Anthony Shull gave presentations at the Partners of the America’s Conference in Mexico, October 2017
- Rhonda Hinkle attended the Student Advocate Conference in Indianapolis in December 2017
- Four Marian faculty attended the ICCI Institute for Curriculum and Campus Internationalization conference and training at IU Bloomington in May 2017
- Graduate Assistant Jayson Deese attended TESOL Teachers of English to Speakers of Other Languages conference in Seattle in May 2017
- Anthony Shull attended the AIEA Association for International Education Administrators in Washington D.C. February 2017
- Kristie Johnson attended the IIE Generation Study Abroad Summit in Washington D.C. in October 2016
- Jodi Johnson, Julia Wells, Anthony Shull, and Wendy Westphal attended the NAFSA VI Regional conference in Indianapolis in October 2016
- Anthony Shull, P J Woolston, Pierre Atlas and others attended the Award Ceremony for the Indianapolis International Citizen of the Year in November 2016
- Dr. Wendy Westphal was selected as German Collegiate Educator of the Year by the American Association of Teachers of German. Additionally, she was selected as World Languages Teacher of The Year by Indiana Foreign Language Teacher Association. Congratulations Wendy!
XIII. Richard G. Lugar Franciscan Center for Global Studies and the Global Studies Program
Annual Report 2016-17 (abbreviated)
(Pierre M. Atlas, director)

GOAL STATUS

1) Goals for Global Studies Program (GLS Minor + Lugar Fellow Scholarship):
increase Lugar Fellow applications and acceptances each year and the total
number of students minoring in GLS (LF and non-LF); work with Admissions to
develop new recruitment strategies, continue to conduct breakout sessions at St.
Mary’s scholarship competition days to recruit LFs).

Continuing:

a) Lugar Fellows: (must minor in GLS): In 2016-17, there were 11 Lugar Fellow
scholarship applications and all 11 were offered scholarships. Five accepted and came
to Marian in fall 2016 as Lugar Fellows. The average GPA for this incoming class of
LFs was 4.07 and average SAT was 1340. Their majors were as follows:

Biology
Chemistry
Exploratory
Nursing (2)

For the 2017-18 year, there were 9 Lugar Fellow scholarship applications and all 9
were offered scholarships; five students accepted. The average GPA for this incoming
class of LFs is 3.98 and average SAT is 1250. Majors of the Fall 2017 LFs are as
follows:

Biology
English/Secondary Education
Nursing
Political Science
Psychology

b) Global Studies Minor: There were 29 GLS minors (including 21 Lugar Fellows) in
2016-17, as follows:

Seniors: 6
Juniors: 7
Sophomores: 9
Freshmen: 7
Of the 21 Lugar Fellows, their majors (including double majors) included:

Accounting
Biology/Premed
Business
Catholic Studies (seminarian)
Chemistry
Communication
English
Finance
History
Marketing
Nursing
Philosophy
Political Science
Pre-Secondary Ed
Secondary Ed
Sociology
Spanish

2) Goals for 2016-17 Global Studies Speaker Series: Recruit speakers and create events focusing on refugees and migration to fit with the First Year Seminar common theme and reader; coordinate and host the Indianapolis debut of the interfaith film *The Sultan and the Saint* working with MU theatre, the film’s national sponsors, and local cosponsors including the Islamic Society of North America, the Lake Institute at IUPUI, and the Center for Interfaith Cooperation; work with the Indianapolis Symphony Orchestra on an event; continue annual collaboration with CRS; obtain external co-sponsorships for specific speakers; increase audience attendance.

Attained: All program goals were attained. Dr. Atlas created a three-part series on refugees and migration with a CRS speaker, the German Consul General, and an academic expert on Hispanic migration. Audience attendance varied, but averaged 75-125 per event except for *The Sultan and the Saint*, which brought in about 475 people. Various cosponsors contributed funds to the Speaker Series or made in-kind contributions. All events this year with exception of *The Sultan and the Saint* were filmed and posted on YouTube.

2016-17 Speaker Series:
*Three-Part Series on Refugees and Migration*

• Erin Atwell, Technical Advisor, CRS, “Conflict and Displacement: Catholic Relief Services’ Emergency Response in Iraq and Turkey” Co-sponsored by Catholic Relief Services

• Herbert Quelle, Consul General of Germany, “The Refugee Crisis in Europe and its Impact on the European Union” Co-sponsored by Center for Interfaith Cooperation
• John Francis Burke, Trinity University, “Building Bridges, Not Walls in the 21st Century World of Migration” with book signing, Co-sponsored by the Archdiocese of Indianapolis and Center for Interfaith Cooperation, funded by Indiana Humanities Council grant
• Sen. Richard G. Lugar Annual Global Studies Address, “America and the World”

• Maestro Vince Lee, Associate Conductor, ISO, “Beyond Words: Music of the Earth” Co-Sponsored by the Indianapolis Symphony Orchestra

• Indianapolis Premier of the film, “The Sultan and the Saint” Co-sponsored by the Center for Interfaith Cooperation, Islamic Society of North America, and Lake Institute on Faith and Giving, Indiana University.

STAFFING

Pierre M. Atlas, director (half time in LFCGS, half time in POL)
Beverly Day, CAS administrative assistant

GLOBAL STUDIES STUDENTS (2016-17)

a) 2017 Lugar Fellow Spring Break Program in Washington, DC.

The seventh iteration of the Washington, DC spring break trip (now to be held every other year) took place 4-11 March, 2017. Five students (four Lugar Fellows and one non-LF GLS minor) participated: Ruthann Gorrell (BIO/Premed), Claire Husting (ENG/SecEd), Michael Jefferies (POL), Katia Pena-Garcia (BIO), and Katy Mohr (ENG/SecEd). Dr. Atlas organized the program, created the itinerary, and conducted fundraising among older and more recent Marian alumni, raising enough money to cover the full lodging expenses for all students ($700 each). We stayed at Catholic University for the week and met with Senators Joe Donnelly and Todd Young in their Capitol Hill offices as well as staffers for House members Andre Carson and Susan Brooks, and visited with former Senator Lugar at the Lugar Center; enjoyed highly informative meetings with diplomats at the Japanese Embassy; enjoyed a personal, extensive tour the Pentagon with a Marine JAG attorney; visited the State Department (and met with the Secretary of State’s Director of Policy Planning, Brian Hook), toured and met with officials at the World Bank, United Nations Foundation, UNICEF-USA, and Ice Miller Strategies (Marian’s Capitol Hill lobbyists). We had a staff-led tour of the Capitol, toured the Supreme Court and the Library of Congress, toured various museums, and dined with Marian alumni living in the DC area.

b) Lugar Fellow Jayke White became the first recipient of a study abroad grant from the newly created Gretchen Jane Siedling Donahue ’64 Global Studies Travel Fund, a $50,000 endowment created by Dennis Donahue (’62) and his family for eligible Global Studies minors. Jayke received a $1000 grant to help underwrite his Maymbester to Harlaxton. Dr. Atlas is working with Advancement to grow the endowment. Each year, funds will be distributed to eligible GLS minors to aid with their required study abroad experiences.
c) Graduating seniors (Class of 2017) and their post-graduation activities (LF = Lugar Fellow; majors indicated):

- Lydia Godsil (LF; English/Secondary Ed)—Catholic school teacher
- Jocelyne Hanquier (LF; Biology)
- Qunton Horne (LF; Business Management)
- Marshall Kellenburger (LF: Spanish)—Spanish teacher, Brebeuf Prep
- Katia Pena-Garcia (LF; Biology/Premed)-- Physical therapy technician
- Possibly one or two non-LF GLS minors also graduated

To date 41 students have graduated with the GLS Minor and 22 have graduated as a Lugar Fellow.

For full report and additional information about the Richard G. Lugar Franciscan Center for Global Studies and Global Studies and the Global Studies please go to: http://www.marian.edu/college-of-arts-and-sciences/co-curricular-programs/the-richard-g-lugar-franciscan-center-for-global-studies or contact Director, Dr. Pierre Atlas, patlas@marian.edu.
XIV. ACKNOWLEDGEMENTS

Comprehensive internationalization is an institutional commitment. The Office of International Programs would like to express appreciation to the various Marina University academic and auxiliary departments, and local organizations for their direct contributions of time and talent to the start-up process and ongoing internationalization activities. Start-ups can be challenging and require a great deal of collaboration, flexibility and patience. The MU international team greatly appreciates the give and take and sharing of ideas.

Institutional internationalization is not a destination, but rather a journey and we are glad that you have joined us.

Thank you Mr. Robert McKinney and family!

Thank you MU Departments/Offices/Committees/Boards
Office of Registrar
Office of Admissions
Office of Graduate Admissions
MarCom
MuCOM
MU Athletics and Coaches
The Exchange
Advancement
CASE
Campus Operations
The Hispanic Advisor Board
Campus Safety
MU Student Health Center
Marian Adult Programs
The International Center of Indianapolis
Marian alums from the local Catholic high schools
Office of Student Affairs
Office of Student Activities
Ice Miller & Associates
Lewarmark Insurance
ACSI America China Society of Indiana

And our growing pool of international partners and collaborators
XV. APPENDICES
Appendix I
Office of International Programs: Team Members:

Anthony Shull
ashull@marian.edu
317.955.6333 317.955.6333
017 Oldenburg Hall
Anthony Shull is the McKinney Chair of International Programs and Executive Director for Global Initiatives. He is responsible for the daily operations of international student recruitment and admissions, international services, study abroad, and international partnerships. He is charged with guiding Marian University through a comprehensive internationalization process. Shull has 10 years’ experience working in international and domestic business and 15 years’ experience in higher international education. Prior to coming to Marian University he served as executive director of international affairs at the University of Colorado, Colorado Springs and Director of the Department of Languages at the Tec de Monterrey, Campus Estado de Mexico, Mexico. His areas of expertise are strategic planning for internationalization and international center start-up, international partnership development, ESL program development, and innovative/entrepreneurial program development. He has a bachelor’s degree in merchandising in business and a master’s degree in teaching English as a second language. Anthony enjoys working closely with students, faculty, university leaders, and partners in creating opportunities which promote global competencies.

Jodi Johnson
jjohnson@marian.edu
317.955.6390 317.955.6390
Stokely Mansion
Jodi Johnson is the Assistant Director of International Admissions. She recruits international students from abroad as well as those currently living in the United States. Jodi assists prospective students through the admissions and application process as well as shares program and university information through marketing, college fairs, high school visits, and meetings. She works closely with the international student support specialist in order to ensure a smooth transition into Marian University. Before coming to Marian University, Jodi worked as a domestic admissions counselor at her alma mater, New College of Florida, where she pursued her degree in Anthropology and Cultural Heritage. Jodi enjoys encouraging domestic and international students to learn more about themselves and the world through diversity.
Wendy Westphal

Wendy Westphal, Ph.D. is the director of study abroad and is also an assistant professor of German and chair of the Department of Languages and Cultures at Marian University. She received her Ph.D., in Modern German Literature and Culture in the Department of Germanic Studies at Indiana University in 2010. Dr. Westphal's research investigates the collective memory of East Germany in literature, film, and museums after the fall of the wall. Dr. Westphal has been the director of study abroad since 2012 and is a great advocate of study abroad. She studied and worked in Germany for a total of eight years and has traveled extensively. In addition to traveling throughout the United States, she has traveled in over forty countries. Beyond Germany (her favorite European country), her most exciting trips have been to Iceland, Russia, and Poland. Dr. Westphal’s experiences in Europe began with a junior year abroad in Konstanz. This transformative year inspired her to return to Konstanz after finishing her B.A. to get a Magister in German and English literature at the Universität Konstanz. After finishing her Ph.D., coursework at Indiana University in Bloomington, she returned to Germany for three years where she studied and taught English as a Fulbright Foreign Language teaching assistant for a year at the Albert-Schweitzer-Gymnasium in Erfurt. In addition, she studied at the Universität Bayreuth, and conducted dissertation research at the Universität Erfurt with the support of a Carl Schurz Research Fellowship that was sponsored by the European Recovery Program. Dr. Westphal loves to travel and learn about other cultures and she hopes to inspire students to do the same.

Rhonda Hinkle

Rhonda J. Hinkle joined Marian in August 2017 as the International Student & Scholar Support Specialist. Rhonda has a Master of Arts in College Student Personnel from Bowling Green State University and is pursuing a second master’s in Effective Teaching and Leadership at Butler University. Rhonda studied abroad in Grantham, England at Harlaxton College and in South India, where she explored South Asian religions. She has worked in international education for twenty years. In 2009, Rhonda was a participant in the Fulbright International Education Administrators Program to Germany. Rhonda resides in Speedway with her husband and two sons.
Appendix II

Office of International Programs: Organizational Chart

**Provost, Academic Affairs**
Thomas Enneking, PhD

**Vice President for Enrollment Management**

**McKinney Chair of International Programs & Executive Director for Global Initiatives**
Anthony Shull
- University Internationalization
- OIP units
- International Partnerships

**Administrative Council/Deans**
- Advisory role

**International Advisory Board**
- Advisory role

**International Student & Scholar Services**
International Student & Scholar Support Specialist
Rhonda Hinkle
- International Student/Scholar Orientation
- Immigration & Visa Advising
- DSO
- MU Intl. Student/Scholar Advising & Support
- Int'l. Student Activities & Special Programs
- International Student Retention
- Exchange Student Advising

**International Admissions & Recruitment**
Assistant Director for International Admissions & Recruitment
Jodi Johnson
- International Student Recruitment & Admissions
- Recruitment Agent Pool Management
- DSO, Front End Immigration Advising

**Study Abroad & Exchanges**
Director, Study Abroad Office
Dr. Wendy Westphal
- MU Faculty-Led Programs
- Third-Party Programs
- Student Advising/Processing

**Graduate Student**
**Student Employee**
**Student Employee**